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ABSTRACT

This publication advocates the teaching of home economics to both boys and girls, and describes some home economics programs that provide meaningful learning experiences for students of both sexes. The philosophy and legal considerations behind teaching home economics to boys are examined. Changing life styles and social pressures are considered. Different behavior, attitudes, and knowledge which teachers may expect to encounter in boys are discussed. Coeducational home economics programs at the elementary, middle school, and high school levels are described, including a brief mention of occupational programs. Some suggestions are provided for units/lessons in the following areas: (1) foods and nutrition; (2) clothing and textiles; (3) child development; (4) home management and housing; (5) family relationships; (6) consumer education; and (7) vocational programs. It is recommended that teachers involve themselves in the movement toward coeducational home economics education. Sources of information for use in planning such classes or programs are appended to the booklet. (GC)

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HOME ECONOMICS UNLIMITED

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DORIS DOPKIN

U.S. DEPARTMENT OF HEALTH
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The Training Institute for Sex Desegregation of the Public Schools is part of the Division of Continuing Education, Rutgers University. The purpose of the institute is to help educators to effect changes in public school programs required by federal and state laws prohibiting segregation, bias, and stereotyping on the basis of sex. Activities include training for all levels of staff to promote equal opportunity, as well as specialized curriculum development workshops in specific subject areas. In addition, the institute serves as a regional resource center for nonstereotyped materials and produces its own materials in many curricular areas.

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HOME ECONOMICS UNLIMITED

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TRAINING INSTITUTE FOR SEX DESEGREGATION
OF THE PUBLIC SCHOOLS
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INTRODUCTION

"WHAT?! ME TEACH BOYS?!"

By now most home economics teachers are aware that home economics classrooms can no longer remain the domain of females. Many factors are causing this change. Although some home economics teachers have been working with boys as well as girls for many years and may be surprised at the commotion today, others view change with mixed emotions. Some teachers are enthusiastic, some apprehensive; some look forward to a new challenge, but many are frustrated by the lack of good materials and ideas for use in a coeducational classroom. The individual teacher may feel that her/his educational background and experiences leave her/him ill-prepared to handle this new situation. Many questions may come to mind. "Will I be able to handle boys?" "What about safety problems?" "Will boys wreck the equipment?" "How should the program be changed to meet the needs of boys?" "Will changes make the program less interesting for girls?" "Why not have separate classes for boys and girls?" The purpose of this publication is to answer some of these questions and to describe home economics programs that provide meaningful learning experiences for students, regardless of their sex.

CHAPTER I

WHY DO IT?

Boys and a Philosophy of Home Economics

The male influence has been a part of the home economics field since its official beginnings at Lake Placid, New York, when a group of men and women met in the early 1890s to chart the course of the profession. As long ago as August 1925, the *Journal of Home Economics* carried an article entitled "Home Economics for Boys in Public Schools" which argued that "it is only fair that the other half of the human family should profit by much of the information that is given with great care and efficiency to women and girls."[1] According to a contemporary definition from the American Home Economics Association, home economics is "the field of knowledge and service primarily concerned with strengthening family life through: educating the individual for family living; improving the services and goods used by families; conducting research to discover the changing needs of individuals and families and the means of satisfying these needs; furthering community, national and world conditions favorable to family living."[2]

Although it has been recognized that our aim as professionals should be to help all students improve the quality of their lives by providing them with the skills and knowledge to help them reach their full potential as individuals, somewhere along the line we have been sidetracked into offering home economics courses in our public schools predominately to girls. We have shortchanged males by excluding them from courses which teach a wide variety of skills needed for survival. How many men, when they have to feed themselves, resort to restaurants? Half of our parents are men, yet how many have any preparation for this vital role? Our divorce rate is high, yet how many men are knowledgeable about family relationships, money management, the care of the home and the use of equipment, or consumer skills? All of these skills help make a person more self-reliant.

Home economics teachers have assumed that everyday living skills should be assigned predominately to women, rather than men; yet in our present complex society no knowledge can be withheld from one-half of our population if that half is to manage effectively.

Legal Considerations

Several laws have been passed to end discrimination on the basis of sex. Some of the laws which have a direct effect on classroom management are listed below.

A. Title IX of the Educational Amendments of 1972 — This act prohibits discrimination on the basis of sex in educational programs or activities which receive federal financial assistance. It requires equality of opportunity for students, equal access to programs and facilities, and equality of opportunity in employment.[3] Many home economics programs receive funding under the Vocational Education Amendments for home economics related occupational programs and for consumer and homemaking programs. Title IX is enforced by the United States Department of Health, Education and Welfare, Office of Civil Rights, 26 Federal Plaza, New York, New York 10007; 212/264-3119.

B. Equality in Educational Programs N.J.S.A. 18A: 36-20 — This act prohibits sex discrimination in educational programs and activities in the public schools of New Jersey. Regulations developed to implement N.J.S.A. 18A:36-20 mandate that each school district design affirmative action programs and timetables for their implementation.

Teachers will find the following provisions under the section on "School and Classroom Practices":

> A. No student shall be denied access to or benefit from any educational program or activity solely on the basis of race, color, creed, religion, ancestry, national origin, or social or economic status.
>
> B. There shall be no differential requirements for completion of course offerings or courses of study solely on the basis of race, color, creed, religion, sex, ancestry, national origin, or social or economic status....
>
> E. No course offering, including but not limited to physical education, health, industrial arts, business, vocational or technical courses, home economics, music, and adult education, shall be limited on the basis of race, color, creed, religion, sex, ancestry, national origin, or social or economic status.[4]

For further information, contact the Office of Equal Educational Opportunity, State Department of Education, West State Street, Trenton, New Jersey 08625; 609/292-5922.

C. Title VII of the Civil Rights Act of 1964 (as amended by the Equal Employment Opportunity Act of 1972) — This act prohibits discrimination because of race, color, religion, sex, or national origin, in any term, condition, or privilege of employment.

Changing Life-Styles and Social Pressures

In addition to responding to the law, home economics curricula should provide students with knowledge about the social changes which are affecting the American family. Home economics should encourage students to examine their own roles within the family, both now and in the future. Some of these changes include the following.

A. Life-Styles — In America in 1970, one in every five families moved each year. This mobility has increased the number of young families that are miles from parents, grandparents, aunts, and uncles. Because the support from the extended family has greatly diminished, the nuclear family must rely more on personal initiative and on outside agencies for information and support. A major part of the home economics curriculum should be geared to providing students with basic home management knowledge and techniques so that they can develop self-reliant family units.

As more couples opt for smaller families or childlessness, there has been a decrease in the size of families. Alternative life-styles are gaining acceptance, as some people choose not to marry, while others investigate communal living. These new family patterns are leaving students confused about their own futures. Home economics classes which emphasize family-living strategies can provide background information for students grappling with these changes.

More knowledge about the middle years and the problems and joys of the different stages of the family life cycle should be incorporated into any family relationship course. If students recognize that child-rearing is just one function of the family, they will be able to plan for those middle years when that function is over and new roles become more important.

Better medical care has lengthened the average life span. More people live beyond sixty-five. Given this pattern of universal longevity, American society has a growing need to understand the elderly and confront their problems. Also students need to explore their feelings about death and dying.

B. Women in the Labor Force — In the past few years there has been an increase in the number of women entering the labor market, and a large percentage of these women have preschool children. In 1975 forty-six percent of the labor force was female. Of this number, 5.4 million women have children under the age of six.[5] These facts would seem to indicate that greater numbers of small children are being cared for outside the home, thus making the time parents and

children spend together even more important than before. Women sharing the financial responsibilities of the family need skills in time and energy management. Inversely, men need the skills which allow them to strengthen their parental role and to share the domestic responsibilities of the family.

C. Increase in Single-Parent Families — According to the 1970 White House Conference on Children and Youth, one out of six children lives in a single-parent home, and one out of every three marriages ends in divorce every year, involving one million children.[6] There is an increasing number of divorces where the children are not automatically awarded to the mother; in some cases fathers win custody of the children. Education for family relationships and parenthood should not be limited to potential mothers, but should also include future fathers so that American children can be given the best possible guidance and support, no matter which parent assumes the major responsibility of child rearing.

D. Inflation and Unemployment — The inflation rate of the past few years has been in double digits. Young men and women need specific financial skills to make intelligent decisions in the consumer marketplace. They need to know how to budget and plan wisely in order to achieve the goals they set for themselves, and also how government regulations affect their decisions. This high inflation rate, combined with a high unemployment rate, has had a double impact on families' needs for practical skills in maximizing resources.

These societal changes all point to a period of transition in the institution of the family which must be considered in planning home economics curricula. In the future both men and women will need to be able to adapt to a wide variety of roles encompassing many different life-skills. Since education attempts to prepare students to meet life's changing situations, these skills must be taught to both men and women.

In the area of home management, perhaps the most important learning revolves around value clarification in the decision-making process. Students need help in learning to see and weigh the consequences of the decisions they will be faced with throughout their lives. These choices involve a wide range of home economics subject areas. For example, in child development and family relations, students must be prepared for effective parenthood, a variety of lifestyles, and a wider acceptance of multiple roles for both men and women. In foods, clothing, housing and home management, students need the skills and knowledge which will increase their confidence in managing their own lives. In consumer education, students must be taught to budget effectively. Vocational preparation in home economics enables students to apply their skills to paid employment and gives them a head start toward adult responsibilities.

E. Pressures for Change Within the Schools — Because of the new laws and public pressure for change, many teachers will be pushed by school administrators to improve the home economics curriculum. The administrators will be reviewing:

1. Course titles, such as "Cooking for Seventh Grade Girls" or "Bachelor Living," both of which indicate restrictive enrollment based on sex.

2. Course prerequisites which may achieve the same effect as explicit restrictions, if they are either waived or revoked, depending on the applicant's gender.

3. Discriminatory assignment to vocational classes on the basis of sex.

4. Educational materials which are sex stereotyped. According to the pamphlet *Sex Equality in Schools*, from the American Association of School Administrators, "A course that's considered inappropriate for one sex should be eliminated or revised; it's probably inappropriate for the other sex as well."[7]

Sexism in Home Economics

The home economics program in our schools has been under attack as a stronghold of sexist attitudes relating to the roles of men and women. Is this criticism valid? Susan Weis, in an article for *Illinois Teacher*, has taken a look at home economics education and has evidence that there is some justification for this attack. Teachers must know what is happening in their schools in order to change it. It may be helpful for home economics teachers to use the following chart Weis developed to pinpoint sexist practices which "turn off" boys and prevent them from learning important survival skills.

SOME SEXIST ASSUMPTIONS ABOUT HOME ECONOMICS EDUCATION, THEIR EVIDENCE AND SOME CORRECTIVE ALTERNATIVES*

Assumption	Evidence	Alternatives
that students enrolled in home economics courses are female	requiring home economics of female students only • references in curriculum guides, textbooks and educational materials to female audience; use of feminine pronouns; abundance of pictures of females	Require basic program of home economics of all students. Gear textbooks, guides and materials to both males and females, use feminine and masculine or neuter pronouns; incorporate pictures of both sexes.
that females rather than males will attend to household maintenance, cooking, clothing care and child rearing	requiring home economics of female students only	Require basic program of all students. Present content on sharing household and child care responsibilities. Gear content to managing home and family roles with an occupational role.
that persons can readily substitute time for money as a resource to achieve goals	content emphasizing home production and service such as clothing construction, producing food from raw products, making accessories for home	Present home service and production as one option, granting equal time to becoming knowledgeable in buying and using out-of-home goods and services.
that the nuclear family unit is the only acceptable unit of social life	content focused only on the nuclear family • portrayal of nuclear family in educational media	Examine the varieties in family life including same-sex partnerships, single parent families, extended family groups, partnerships without children and communal family groups.

Assumption	Evidence	Alternatives
that double standards exist for female and male interpersonal and sexual activity	content aimed at dating and mating etiquette which sets differentiated behavior standards for males and females, such as male and female roles, seeking and accepting dates partial or sketchy sex education	Focus on behaviors which facilitate interpersonal relations without sex-differentiated standards. Frank and accurate sex education including birth control information for all male and female students.
that female career aspiration is secondary to primary aspirations of becoming wife and mother	content portraying wife and mother roles as fulltime activities	Focus on parenting as a role shared by male and female partners. Present content on family planning and parenting in the context of career development stages.
that females are more concerned about their appearance than males	proportion of program content devoted to dress, grooming, diet and use of cosmetics reference to female appearance in context of dating-mating-marriage syndrome	Present basics of nutrition, grooming, personal care and dress minimizing sex-differentiated standards.
that females are destined to be dependent upon males	content emphasizing dating-mating-marriage syndrome content promoting passiveness and dependence as ideal female traits	Emphasize life planning with career-marriage-family as options. Present family units composed of varieties of partnerships and family groups including solo living.
that females are interested in expressive activities while males are interested in instrumental activities	sex-segregated industrial arts and home economics requirements in school content emphasizing handcrafts geared to creating feminine apparel and accessories	Stress survival skills of resource management, and meeting basic needs. Require basic courses in industrial arts of both male and female students. Present handcrafts as avocational and/or vocational activities for both sexes.

CHAPTER II

WHAT TO EXPECT: ARE BOYS DIFFERENT FROM GIRLS?

Teachers who have always had female classes may view the introduction of boys into their classrooms with an apprehension fueled by misconceptions and inexperience. They should remember that people vary considerably within each sex, so that statements which generalize the characteristics of one sex do not necessarily apply to specific individuals.

Some of the sex differences which have been noted by experienced teachers are a result of social conditioning; others may be due to inherent differences between the sexes. Studies show that children form definite opinions about their sexuality at an early age. Girls are consistently less stereotyped in their views than boys; yet, at ten, they view themselves as kinder, better behaved, more serious, and better in math than boys. Ten-year-old boys see themselves as ambitious, adventurous, independent, self-confident, and shrewd.[9] Because self-image influences classroom behavior, teachers may find that boys are more threatened than girls by nontraditional courses.

Experienced teachers agree that boys do not enter home economics classes with the same broad base of knowledge which girls have acquired at home. There are advantages as well as disadvantages to this; boys will not be as likely to have learned bad habits at home. On the other hand, the teacher should not assume that boys are familiar with basic equipment and terms used in home economics classrooms. Perhaps it is better not to make prior assumptions with either sex because important learning may be overlooked. This lack of prior knowledge should not be used as an excuse for segregating the sexes, but as a positive argument for opening up home economics classrooms to all students at all ages so that boys and girls can grow and learn together.

What is a teacher to do when suddenly faced with a classroom of students some of whom have a great deal of experience in home eco-

nomics while others have very little experience? There are several ways the teacher can handle this. Some of the following teaching strategies may be useful.

- Pre-test all students for prior knowledge.
- Combine the groups of students for laboratory assignments. Place the more experienced students with less experienced students so that they can help each other.
- Plan student demonstrations with more experienced students assigned to the more difficult demonstrations. (This requires that the teacher know the students fairly well.) In order to avoid a sex stereotyped division—the girls doing all the demonstrating and the boys watching—the teacher should choose boys with skills they can demonstrate. For example, some of the boys may have hunting or fishing skills that they would be willing to share with the class (such as the cleaning and preparation of fresh game).
- When planning classwork allow for various skill levels by selecting flexible projects, particularly in the area of clothing construction.
- Provide supplementary resource materials. One corner of the home economics room could be stocked with books, film loops, games, project samples, and commercial pamphlets which students can use as they develop a need for additional information.
- Encourage students to transfer classroom learning to their homes. Practical application will increase visibility and reinforce skills for the home economics program among other family members.
- Use individualized teaching modules to allow students to work at their own speed.

Above all, do not make any student feel inadequate because of a lack of prior knowledge. Boys may ask questions which seem obvious to the teacher because their lack of background may not provide them with ready answers. It is up to the teacher to fill this gap.

There are obvious physical differences between the sexes. However, since this fact does not seem to make a major difference in other subjects, it should not adversely affect home economics classes. In fact, this difference can be built into learning experiences. For example, much of the equipment in home economics classrooms is designed for people who are about 5'3" tall. One way of handling height differences among students is to do a unit on home management and the effect of work heights on the body. Allow students to experiment to find various levels in the classroom at which they can work comfortably. One school solved the problem by having students in woodshop classes make blocks to place under sewing machine and table legs to vary the work heights. Another school turned large boxes into tables for small children to use in child development classes.

Another physical difference which is a built-in source of motivation for boys in foods classes is the difference in the amount of food they need. Many teachers discover that foods classes are the most popular home economics courses with the boys!

Some teachers have found that boys have a stronger sense of competition than girls. Perhaps this is because boys are more highly peer-oriented than girls.[10] The teacher can use the competition of games and contests to make the classroom a more exciting place. Boys seem to have a need to prove that they are better at most things than girls—let them try. The result will be a lively and interested class of students.

Discipline seems to be an area of concern among teachers who have not experienced mixed classes. Studies have shown that boys make up the majority of school behavioral problems. Judith Bardwick, in *Psychology of Women: A Study of Bio-Cultural Conflicts*, speculates that this occurs because boys learn in school that they can get attention from the teacher and respect from their peers through nonconforming behavior. Teacher criticism, a seemingly negative response, may actually lead boys toward greater independence and activity. Bardwick concludes, "The key to an orderly classroom is positive teacher-reinforcement where possible, and a wide variety of interesting activities for student participation."[11] Students who are interested and involved with their classroom activities will have little time or energy for horseplay.

CHAPTER III

A COEDUCATIONAL HOME ECONOMICS PROGRAM

Elementary School

In elementary schools home economics should be a part of an integrated approach to learning and can contribute to a wide variety of experiences within the elementary school curriculum. Because few elementary school teachers have had a background in nutrition, family relations, care of food, clothing, and shelter, the home economics teacher may contribute to the total program by acting as a resource person, as well as teaching scheduled classes.

The ways in which home economics can be integrated into the elementary school program are limited only by the teacher's imagination. Math can be made more interesting by having students work with recipes: students are more likely to see the value of learning mathematical facts if the result of these facts is edible. This method can be applied to teaching metrics also. Simple home arts projects, such as wall hangings and string art, also can incorporate the concepts of mathematics through measuring.

Science is a discipline which is ideal for simple experiments with foods and textiles. Combining science and social studies, students could grow beans sprouts and then use them to prepare a Chinese dish. Simple work with textiles, such as trying to remove grass stains from fabric samples, may help students think twice before they slide down a grassy hill wearing their favorite outfits. Basic nutrition is important in maintaining health. A quick check of any classroom will reveal that many students come to school without breakfast. Since many elementary school classrooms raise small animals, the home economics teacher should be able to devise simple feeding projects to demonstrate the value of good eating habits, including good breakfasts.

Social studies can be made much more realistic through the study of food, clothing, family structure, and housing in other cultures.[12]

Reading skills are also important. Think how much more interesting a book like *Stone Soup* would be if the students, approximating the directions in the story, actually made soup in class.[13] Many other books can be made more vivid in a similar manner.

Career awareness should start in the elementary school. Since many students are not fully aware of what a homemaker does during the day, one suggested activity is to have students interview their family homemaker(s) to gather information about this career area.[14] Teachers can introduce students to the food service industries by setting up an assembly line to produce a simple food product, such as apple sauce, for the whole class. Many fast-food chains encourage field trips through their establishments. Other field trips can be used to introduce students to day-care centers, dry cleaners, clothing stores, and appliance dealers. These field trips could then be used for classroom simulations such as a small, student-run business.

In whatever way home economics may contribute to the total elementary school program, there are many strategies which may be used to help eliminate sex role stereotyping. Some examples are:

1. Examine personal attitudes. Is sex bias reflected in the methods used in the classroom? Do the boys get the supplies while the girls do the cleanup? Are activities planned for boys different from those for girls?

2. Check the books and materials used. Because home economics textbooks rarely show boys and girls in a variety of roles, students often learn stereotypes from them. If replacements or supplementary materials are not available, the teacher must help the students become aware of the limitations their books impose on them: encourage them to discuss whether activities associated with one sex can be conducted by the other.

3. Use your position as an expert in family relations to teach about role choices. A number of students will have two working parents. A survey of the classsroom can lead into a discussion of future roles, as well as the responsibilities children themselves can assume at home. Have students write a story about what a typical day will be like when they are twenty-five, and then use these stories as a springboard for discussion.

To meet the lack of program planning materials at the elementary level, the New Jersey State Department of Education has published a guide, ***Homemaking in the Elementary Schools*** (available from the New Jersey Vocational-Technical Curriculum Laboratory, Rutgers University), which contains suggestions presented by grade or age.[15] In addition, a new elementary school guide will soon be available from the Curriculum Laboratory.

According to Suzanne Sickler Ohl, a New Jersey home economics teacher, "Each learning experience needs to be evaluated regularly to

be certain it is relevant to the needs of the students and that 'real learning' is taking place. A more effective home economics program results when it begins in the elementary grades before the values, attitudes, and habits relating to food, clothing, housing, and family life have been established rather than waiting until the secondary school years when the emphasis may need to be on the changing of values, attitudes, and habits."[16] She makes an excellent argument for starting home economics at the elementary level.

Middle/Junior High School

Middle school students are no longer children, but they may not yet be adolescents. Size, weight, skills, and interests differ greatly from student to student. The work done in these grades forms the foundation for future attitudes at the high school level. The teacher of this age group has a special challenge, since students begin to think seriously about their futures during this period. As students' ideas mature, the teacher can help to shape positive attitudes toward a variety of roles for both girls and boys.

The purpose of the course work at this level should be to transmit basic home economics skills in order to build a foundation for future learning. The Minnesota Instructional Materials Center has published a good curriculum planning source for this age group entitled *Middle School-Junior High Co-Educational Mini-Units in Home Economics*.[17]

It is during the junior high years that students begin career exploration. This career orientation should include general occupational information presented in a way which shows the variety of occupations in home economics open to *all* students. One source of material for career exploration is *Exploring Home Economics Related Careers—Introduction to Vocations*.[18] It lists the following learning activities.

- Invite a nutrition aide to discuss the duties and responsibilities of that position in relation to family and consumer service.
- Assist the students in making a survey of all child development and care careers in the community. Compile a job list using local newspapers and the telephone directory as resources.
- Take the class on a field trip to a clothing and/or textile producer.
- Invite an employer to discuss good grooming and its importance in getting and holding a job.
- Have students interview a variety of people in positions relating to home economics and report their findings to the class.

Unified Arts Programs and Cycle Schedules

To meet the needs of all students in an area where traditionally only part of the school population participated, and to meet budget

restraints, school personnel have developed a variety of scheduling possibilities. These include unified arts programs and cycle schedules.

The Unified (or Integrated) Arts program usually involves the cooperation of the home economics, industrial arts, art, and sometimes the music department, in a team approach to education. After common goals within the areas are identified, the program is planned and classroom activities are developed. For example, all of these curriculum areas stimulate the creative use of leisure time. Thus a unit might be built around the theme "Folk Art." All students would be introduced to the area of folk art through a large group presentation. Then students would be allowed to select specific areas of concentration within home economics, art, industrial arts, or music for smaller group classwork. Projects in this example might include: wood carving, candlemaking, folk music, bread-making, and a study of lifestyles and roles as revealed through folk art.

At various times throughout the unit students can be brought together for large group presentations, such as films or guest speakers which illustrate the main theme. Periodically, the theme and the objectives are changed to form new units from which students can again select an area of concentration.[19]

The advantages of this program are that the same number of students previously handled in segregated programs can now be accomodated using an integrated approach. Since students select according to their interests, they can sample a variety of areas. Care must be taken in each area to make the projects interesting to both boys and girls, or the result could be a continuation of sex-segregated classrooms.

One disadvantage of this method of organization is that while it provides for a variety of learning experiences, it limits in-depth work and skill-building in any one area. Since students will be electing courses at varying rates, one student might select home economics repeatedly, while another student will elect it only occasionally. This leads to a wide range of skill levels in one class. In order to offset this variation, the teacher must provide a number of projects geared to differences in abilities.

Another method for scheduling classes is a cycling process. Students spend a specific amount of time in each of the arts areas (e.g., one-fourth of the year in home economics, one-fourth of the year in art) until they have covered every subject area. The advantage of this method is that it allows the teacher more uniformity in planning than the Unified Arts program does, since the skill level of the students is not likely to vary as much as it does when students choose electives. The cycling method allows the teacher to repeat plans and to use materials several times throughout the year. This insures an introduction to all the subject areas for each student, but it may mean that the

teacher is not able to cover as much material as previously, since more students must be handled in shorter time periods.

Teacher aides can be valuable in helping the home economics teacher cope with increased numbers of students. Aides assigned to work with small groups of students on projects free the teacher to work with other students who may need more specialized help.

High School

Since home economics at the high school level in New Jersey is an elective, the teacher must look at the program in terms of what it offers to members of both sexes. Because boys have been excluded from many home economics classes, teachers must find ways of recruiting them into the program. Merely stating that a given course will be open to boys as well as girls does not automatically insure that boys will be eager to enroll. Some public relations work will aid the home economics teacher in reaching this untapped segment of the school population.

Flexibility in project planning is also needed if boys are to be attracted to the courses. Look for "hidden persuaders" in the home economics classroom. For example, the display case with samples of girls' clothing projects is not designed to encourage boys to enroll in a clothing course. Ask yourself these questions regarding the image of home economics:

1. Are the bulletin boards decorated with pictures of models in the latest women's fashions?
2. Are home furnishings displays decorated with pastels and lace?
3. Do you require all students to wear fancy aprons in foods laboratories?
4. Are learning units set up in such a way as to be inflexible to different needs?

Take a good look and see just what messages are really coming across to students from your department.

A good program which appeals to both sexes advertises itself. Enthusiastic students quickly spread the word to others. Positive methods of recruitment also might include:

1. Newsletters to parents about courses which include ways in which all students might benefit from the course.
2. Enlistment of athletic coaches to give pep talks on the importance of correct eating habits and the need for knowledge about nutrition.
3. Placement of flyers in the guidance office or locker rooms explaining courses in detail.
4. Explanation of the programs to guidance personnel; often all they know about a course is what they read in a short course description.

5. A bulletin board or display case in a section of the school away from the home economics department which is designed to interest boys as well as girls.

6. Arrangement of a team approach with teachers from other departments in order to reach a segment of the school population which might not be reached by other methods.

Occupational Programs

Occupational education programs are an investment in human capital. With an increasing variety of job opportunities open to men and women, it is important that home economics related training opportunities be available to all students in comprehensive high schools and vocational schools. No longer should child care careers be labeled "For Women Only." Children need male as well as female role models. Food service careers should not be closed to females because this job area has traditionally been dominated by men. There are jobs available to both men and women in all the home economics career areas.

An excellent source of help, materials, and information for teachers of vocational education programs is the New Jersey Occupational Resource Center in Edison, New Jersey. This center has a variety of films, audio-visual kits, and games which are available on a free-loan basis to schools (see the appendix: Where To Get Information).

CHAPTER IV

UNITS, LESSONS, AND OTHER ACTIVITIES FOR THE INTEGRATED CLASSROOM

The problem in home economics is to instill an enthusiasm in boys and girls for the subject matter covered in the classroom; thus, the following section includes suggestions for the classroom, along with some sources of materials and textbooks which are relatively nonsexist in their orientation. A teacher is most likely to be successful in a coeducational classroom if she/he recognizes that people respond to challenges through which they can succeed. If students feel that a task is too difficult for them to accomplish, they will not attempt it. On the other hand, if the material being covered is highly repetitive, "too easy," or bears little resemblance to their lives, students will feel that it is not important enough to take seriously. With this in mind, use the following as a shopping list of ideas and select those which will challenge your classes.

Foods and Nutrition

As one of the most popular home economics subjects for boys, foods usually has the highest male enrollment. There are many reasons why foods and nutrition are relevant to boys as well as girls. A basic knowledge of nutrition will help individuals select well-balanced meals. Increasingly, role flexibility means that men, as well as women, need to understand food preparation. Research shows that the husband's food preferences, most of which were learned in childhood, heavily influence the meals served in his family.[20] Approximately one-fourth of the meals consumed in this country are eaten outside the home. This increase in commercial cooking means that more people will be trained to work in food service areas.

Here are some coeducational activities for the foods classroom.

- Have students research eating habits in the school cafeteria: for example, have them keep records of the types and amounts of food thrown away. Use the findings to investigate the reasons why

some foods are not as popular as others. Have students analyze those foods which are frequently consumed to see if they provide needed nutrients. Articles about the project written for the school newspaper provide good publicity for home economics.[21] The foods area is full of such public relations opportunities.

- Use a unit on "outdoor cooking" or "foods for camping" as a nonthreatening way of introducing boys to the basics of foods. Have a guest chef day and invite a male teacher or older male student to demonstrate his favorite dish.
- Hold a contest to see who can plan the lowest-cost balanced meal, using newspaper ads. This will create interest in food shopping, as well as developing an information base for a field trip to the supermarket.
- Have students collect articles about special diets from newspapers and sports magazines. Athletes' diets vary from sport to sport. Have students investigate these differences in order to learn about the relationship between physical activity and nutrition.
- Cut ingredient lists off food packages. See how many of these foods students can identify from the clues alone.
- Develop an assembly line project (such as making coffee cakes). Incorporate elements of time-motion principles, industrial techniques, and public relations into your classrooms.
- Use scientific experiments with foods to demonstrate various cooking principles. If students see and compare results under differing conditions, the lesson will remain with them longer than if it is just learned by rote.

Clothing and Textiles

Boys and girls can profit from a knowledge of the selection, coordination, and psychological effects of clothing. The cost and care of clothing should be explored. What about the construction of clothing, an area of concern to many teachers? Although girls have traditionally shown an interest in this area, boys have been reluctant to learn intricate construction techniques. Students should not be forced into in-depth classes in construction. For beginners it is probably best to stick to simple projects. Start by having students restyle a garment, such as decorating an old pair of jeans. Other simple projects which might appeal to boys include chef's aprons, duffle bags, shop aprons, backpacks, pillows, and shoe bags. Consider using knits which do not require seam finishes. These suggestions will get students started on a project which can be completed in a relatively short time. After initial successes, they may wish to move on to more difficult projects.

Pattern companies are becoming more aware of the male market and are increasing the number of patterns designed for men. Simplicity has put out a book called *Sewing for Men and Boys*, which stu-

dents can use for a resource. If there is a durable machine in the department, you might allow students to work on slipcovers for automobiles. Sports magazines, such as *Field and Stream*, often carry ads for kits to make sleeping bags, parkas, ski jackets, and other sports equipment. These ads can be used to stimulate interest in construction and as a base for consumer comparisons of costs and quality.

In order to repair or construct clothing, a student needs a working knowledge of the sewing machine. Students may be more interested in the machine if they clean and oil it *before* starting on projects. This activity increases their understanding of how sewing machines work which, in turn, should reduce the number of mechanical problems that arise.

Fitting and measuring concern some teachers who teach coeducational construction courses. The attitude of the teacher will be reflected in the actions of the students; if the teacher treats the measurement process matter-of-factly, so will they. Recommend that students avoid embarrassment by wearing nonbulky clothing to class the day of measurements, taking measurements over clothing, and working in same-sex pairs.

To overcome initial reluctance to work in clothing and textiles, a teacher might start a unit by showing a film on careers in this area (available free from the New Jersey Occupational Resource Center). The film could reinforce nonsexist career possibilities in clothing and textiles. You might try some of the following additional suggestions.

- Take a field trip to a men's clothing store and talk to the tailor about fitting problems common to men. Have buyers from the men's and women's departments of a store come to talk to the class about clothing selection.
- Use fabric samples to demonstrate concepts, such as grease removal from permanent press material, the reaction of wool to hot water and abrasion, fire retardant characteristics of children's sleepwear before and after improper laundering, and the effect of chlorine bleach on wool and spandex.
- Have students take a written and practical "driving" exam on the sewing machine, issuing "driving" licenses to those who are proficient.
- Ask students to collect information from television product commercials (e.g., laundry supplies) and then test the products to see if the commercials describe them accurately. This project should be enthusiastically received since studies show children watch six to eight hours of television each day.
- Have students role-play job interviews wearing different kinds of clothing. Discuss with them how an employer would react to each outfit.

Resources for Clothing Classes

A. *Company Publications*

☐ Talon Consumer Education, 41 East 51st S.., New York, New York 10018—free instructions for simple construction projects.

☐ *Menswear Visual Learning Program*, Butterick Fashion Marketing Co., 161 Sixth Avenue, New York, New York 10013—over-head transparencies and teacher's guide ($90.00).

☐ Proctor and Gamble, Educational Services, P.O. Box 14009, Cincinnati, Ohio 45214—materials on personal care and laundering, including teacher's guide and work sheets.

B. *Textbooks*

☐ Judy Lynn Graef and Joan B. Strom, *Concepts in Clothing* (New York: McGraw Hill, 1976). This is an excellent text designed for use by boys and girls in junior high or beginning high school. It includes measuring, grooming, and construction projects.

☐ *Sewing for Men and Boys* (New York: Simplicity Pattern Company, 200 Madison Avenue, New York, New York 10016). This is a paperback book that emphasizes sewing for boys.

Child Development

Half of the parents in our world are men, yet most are given little, if any, preparation for this role. Being a biological father does not automatically mean that a man will assume an active fatherhood role. In order to develop the attitudes needed for effective parenting, students need to learn about family functions and responsibilities, changing life-styles, and complex values. They need to develop a concern for the well-being of children and to study their needs and characteristics.

Working with children is an excellent way for high school students to explore role identity: for example, students can observe a group of small children interacting with a teenager or an adult. The students can identify situations in which the adult would probably have acted differently if the child had been of the opposite sex and discuss why the older person might have acted the way he or she did, how the child responded, and other possible responses and outcomes.

There are many other activities in the area of child development. You might have your students:

- Evaluate children's books for stereotyping in terms of sex, race, class, and value orientation. Children's television programs might also be monitored for stereotyping.
- Invite a doctor to speak to the class about the role of the father in the delivery room of a hospital.
- Survey local child care options for working parents. Students will probably find a wide variety in terms of quality, cost, hours available, and facilities. Besides providing good practice in compari-

son shopping, this activity will help increase student awareness of the needs of working parents.

- Find out how many popular books on child-rearing are addressed to the mother, rather than to both parents. Students might discuss why this has happened and what effect this has on the role of the father in raising children.
- Undertake an "egg sitting" project to explore the responsibilities involved in child care. Each student is responsible for his or her egg twenty-four hours a day for a period of several days. Sitters have to be found to take care of the egg if the student is not able to do so.[22]

A helpful textbook on child development is Helen Gum Westlake's *Children: A Study in Individual Behavior* (Lexington, Mass: Ginn and Co., 1973). Westlake studies child development up to age ten and provides a separate teacher's guide.

Home Management and Housing

The decision-making process is a part of any effective management program, whether in industry or the home. This process involves a knowledge of possible alternatives to reach a given goal. Students need information so they can make decisions which affect their lives. Such knowledge cuts across all areas of home economics and all grade levels. Elementary school children, for example, are often allowed to choose some items of food in the grocery store. A lesson on reading labels will make students aware that sugar is the predominate ingredient in many children's cereals. Students might then be encouraged to select cereals which they like, but which do not contain as much sugar, rather than basing their selection on the lure of advertisements or premium offers. A price comparison of some of these cereals should show a contrast between those which are high in sugar and those which are not. In this example, the decision-making process involves both consumer education and nutrition.

Since housing touches everyone's life, students might find home furnishings an outlet for creative talents. Work on furniture refinishing and re-upholstering, antiquing, and macramé can promote interdepartmental cooperation. Such projects integrate the work done in clothing and textiles with that in a home furnishings unit. A piece of furniture rescued from a junk pile or a goodwill store can teach consumerism as well as interior design.

Many students help with housework. A competitive classroom exercise in time-motion may help turn housework into a game while it teaches efficiency. For example, assign two students to a typical household task (such as furniture polishing, dishwashing, or cupcake making) in which two different methods, one of which is less efficient than the other, are used. Have the rest of the class correlate the

number of steps in the job to the amount of time it requires. See if students can figure out shortcuts for their tasks at home.

Have resource people come to class to discuss basic home repairs, such as wallpapering, window caulking, and replacement of worn faucet washers. Do the same thing with small appliance repairs. Assign students to specific appliances. Let them research various models and brands. They could choose the best kinds and, pretending to be a sales team, demonstrate their product to the class. Ask the class if they can find disadvantages or limitations to various appliances: some students may want to experiment with mechanical design.

As students get older, they get closer to the time when they will be involved in selecting their own housing. They need to understand the various types of housing available, the costs involved, leases, mortgages, selection of furnishings, and the advantages and disadvantages of installment buying. The classified section of the newspaper is a good source of information on housing. Assign students roles which reflect a variety of life-styles (such as an elderly person on a limited income, newlyweds, a single person graduating from high school, a family living on welfare, or a successful business person); ask them to find an advertisement for appropriate housing.

In this age of ecological awareness, students should learn to consider their relationship to the environment. Projects focused on the home can raise topics of national and international significance. For instance, students can move from considering the comparative cleaning abilities of natural (salt and baking soda) and commercial detergents to re-cycling projects and/or a study of waste management within their school.[2] Pollution contains issues of water and air management in our "throw away" society, nutrition (food additives, herbicides) and health. American society has glorified consumption without considering the drain on resources, but now recognizes the necessity of conservation. A unit called "Watts' Your Energy I.Q.?" might get students to investigate the energy consumption of various appliances and machines and to connect energy use with decisions about life-styles. Students might canvass their homes for energy waste and develop a contest to see whose family can achieve the most savings in utilities bills during one billing period.

The following companies have free information services about home management and housing.

☐ Household Finance Corporation, Prudential Plaza, Chicago, Illinois 60601.

☐ J.C. Penney Company, Inc., 1301 Avenue of the Americas, New York, New York 10036. Local Penney stores have a variety of games and materials that can be borrowed without charge.

☐ Mobile Home Manufacturers Association, P.O. Box 201, Chantilly, Virginia 22021.

Family Relationships

Since families are comprised of males and females, it is unfair to exclude boys from family living and personal relations classes. One goal of the family relationships program is to improve communication among family members. Boys and girls can profit from a coeducational classroom where ideas, feelings, and attitudes can be shared. This is an excellent place to explore role perceptions and compare them with reality. Below is a values clarification exercise on roles taken from *Planning for Free Lives*, a Feminists Northwest publication.[24] Have each student respond to statements by agreeing, disagreeing or registering no opinion; you might want to arrange a debate between students with different priorities.

1. I think that a woman's place should be in the home.
2. It's OK for a girl to play on a male team if she's a good athlete.
3. Men should make the important decisions because men think, while women act on their emotions.
4. Husbands and wives should share equally in housework and child care.
5. I hope to get married when I'm older.
6. Women shouldn't want to change things because they have the best deal now.
7. There's a lot of sex role stereotyping in my family.
8. I don't want to have children when I'm older.
9. Women who want to work outside their homes really want to be men, and they'll never be satisfied.
10. It's OK for a woman to be assertive.
11. Males and females are created different and are meant to act in very different ways.
12. Cooking and sewing are exclusively woman's work.
13. It's OK for a boy to cry.
14. It's OK for a man to cry.
15. A woman shouldn't take a job that pays more than her husband's job.
16. It's important to me that a man acts like a "real man" and a woman acts like a "real woman."
17. A woman should not compete with a man because this damages his ego.
18. Sometimes I feel like doing something that a person of my sex "isn't supposed to do."
19. I get mad when people tell me that what I want to do isn't "right" for a person of my sex.[24]

The American Home Economics Association in "New Directions II" defines the family as "a unit of intimate, transacting, and interdependent persons who share some values and goals, resources, responsibility for decisions, and have a commitment to one another

over time."[25] Notice that this definition does not state that a family can only be a husband, wife, and number of children, but allows for a variety of life-styles. By studying different cultures, students will become aware that many choices are available to them.

Another method of investigating roles is to experiment with role reversals. Have students act out specific situations. Have a student pretend to interview a male political candidate and ask questions like "Who is your favorite clothing designer?" or "Have you had your face lifted?" Have a female student apply for a job as an auto mechanic and try to convince a reluctant employer that she can do the job.[26]

Sex education must be more than a biological memorization of human parts and functions. The Assembly of Delegates at the 1976 annual meeting of the American Home Economics Association approved the following resolution:

> Resolved, that the AHEA reaffirm its commitment to improving the quality of life through increased leadership in developing and implementing programs in parent education and in human sexuality; and be it further resolved, that AHEA appoint a task force to define the competencies needed and promote the participation of home economists as initiators and implementors of educational programs in parent education and human sexuality.[27]

Values about sexuality are implied through advertising which invites the listener to "have whiter teeth" and get a man; or to "smell like a man" and get the sexy girl. At the same time, a high percentage of marriages in our society end in divorce; consequently, single-parent families are increasing. Is it any wonder that students are confused about their values regarding future relationships?

Attitudes toward sexuality and the emotions engendered must be explored so that students can form value systems of their own to guide them in relationships with others. Below is a values clarification exercise on opposite sex preferences.

What I Would Value Most in Selecting a Mate. (Indicate order of preference.)

a. Good health
b. Sexually responsive
c. Good housekeeper
d. Imaginative cook
e. Virginity
f. Desire for children
g. Warm and affectionate
h. Good looks
i. Same religion
j. Good education
k. Fair, willing to share unpleasant tasks
l. Ambitious
m. Socially adroit
n. Same race
o. Same nationality background
p. Popular with own sex
q. Popular with opposite sex
r. Liked by my parents
s. Liked by my friends

t. Well-off financially
u. Sports-minded
v. Fond of reading
w. Artistic talents
x. Good sense of humor
y. Good speech
z. other _____[28]

After students have had a chance to rank order their preferences, a tabulation could be made of the first choices of girls and boys. These choices can be compared to see if there are any interesting differences between the sexes. This exercise should be a springboard for a lively discussion.

A variety of methods can be used to enliven a family living classroom. Here are some possible exercises:

- Divide the class into debating teams. Some topics for debates might be:
  a. Resolved: That men and women should have equal opportunity and receive encouragement to enter occupations traditionally held by one sex.
  b. Resolved: That contraceptive information should be offered in the schools for students twelve years of age and older.
  c. Resolved: That the state should grant a divorce as a matter of right to any spouse filing a petition.[29]
- Use stories and readings from the students' language arts classes as a starting point for discussion about family relationships.
- Have students write a marriage contract. In some schools students enact mock marriages during which they must find housing, buy food, clothing, appliances, insurance, and furniture. A roll of the dice or a spin of the wheel of fortune determine other areas which students investigate, such as the birth of children, a death in the family, or the loss of employment.
- Have students study the aging process. One method of starting discussion is a "trigger." This is a brief, emotionally involving presentation which is stopped abruptly, triggering student response and discussion. The purpose is to present situations with which students can identify, rather than to convey information. For example, as the class enters, the teacher turns on a tape recording which simulates a radio news broadcast. After some typical bland news items, the newscaster states that the Supreme Court has passed a law which now permits euthanasia, the practice of painlessly putting to death persons suffering from incurable and distressing diseases. However, no guidelines have yet been established as to how or who will be given the decision-making power. Using such a "trigger," students should find discussion easy.

The following periodicals and pamphlets discuss sex roles and family relationships.

□ *Tips and Topics* (College of Home Economics, Box 4170, Texas

Tech University, Lubbock, Texas 79409); see especially Vol. XV, No. 3, (February 1975), which is devoted to "New Roles for People."

☐ *Illinois Teacher* (University of Illinois, 351 Education Building, Urbana, Illinois 61801); see especially Vol. XVIII, no. 5 (May/June 1975), which explores "Human Roles: Examining Choices Through Education."

(These two publications are excellent sources of information on all areas of home economics. If you are not familiar with them, send for a trial subscription. They are a valuable aid for home economics teachers.)

☐ Feminists Northwest, *Planning for Free Live—Curriculum Materials for Combating Sex Stereotyping in Home Economics, Family Living, and Career Awareness Courses* (5038 Nicklas Place N.E., Seattle WA. 98105). This pamphlet provides a variety of classroom exercises.

The following textbooks are suggested for teaching family living:

☐ Margie S. Jennings, *Decisions in Living* (Lexington, Mass.: Ginn and Co., 1976). This new high school textbook includes sections on interpersonal relationships, family life, and use of resources.

☐ Sandra Boose Lebold, *Understanding Yourself and Your Life* (New Brunswick, N.J.: New Jersey Department of Education Curriculum Laboratory, 1974); a guide to teaching relationships.

☐ Helen G. Westlake, *Relationships—A Study in Human Behavior* (Lexington, Mass.: Ginn and Co., 1973). This good, comprehensive text in family relationships uses cartoons to reduce stereotypes and convey its message.

Consumer Education

Consumer education has always been a part of the home economics program, but in recent years it has become increasingly important in the curriculum. This has meant that home economists had to look closely at the consumer education material covered in their courses. In the past this material was limited to a small section in a foods or clothing unit with limited treatment, barely scratching the surface of student needs in this area. Because of this cursory treatment of an important subject and the lack of male enrollment in home economics, teachers in other disciplines have come to emphasize consumer education.

The basic areas of study in consumer education, money management, and the art of buying are of benefit to both males and females. Men and women are involved in decisions concerning budgeting and purchases of food, clothing, and housing.

The following sources are recommended for consumer information.

- ☐ The Center for Consumer Education Services (Plainfield Avenue, Edison, New Jersey) is a recommended resource for any teacher involved in consumer education classes or units. Here a teacher can find films, games, books, audio-visual kits, teaching packets, magazines, and in-service workshop materials, as well as expert help in program planning. Next door to the Center for Consumer Education Services is the New Jersey Occupational Resource Center which is also worth a visit.
- ☐ One of the free publications of the Center for Consumer Education Services is *Resources for Consumer Education*, which lists many different sources of information, including printed materials, audio-visual materials, and speaker sources.

A Word About Vocational Programs

The preparation of students for related occupations has been a part of home economics since the Smith-Hughes Act of 1917, when homemaking was designated as a "vocation" for young women. Today home economics related occupations are recognized as a vital part of the total vocational preparation program. They have been supported by federal vocational legislation in 1963, 1968, and, most recently, in the 1976 amendments. Males and females have found home economics related jobs open to them. Many of the problems and suggestions related to the individual subject areas can also apply to the occupational courses.

CHAPTER V

PUBLIC RELATIONS AND THE HOME ECONOMICS TEACHER

The passage of laws against discrimination does not automatically change the attitudes, feelings, or prejudices behind discriminatory practices. To achieve a truly coeducational program, it will be necessary for the home economics teacher to work with school personnel, as well as students and parents, to affect attitude change. The home economics teacher should be fully involved in this change process because she/he is the only one who can accurately explain the program. People outside the field of home economics may have misconceptions about the program which can hinder program planning and student recruitment.

Working for Change Within the School

"Make Policy, Not Coffee" was the theme of one of the NJHEA newsletters. Perhaps it would not be remiss to serve that coffee while making policy, but policy must be made if the goal of complete desegregation is to be achieved. School administrators and guidance personnel are often reluctant to encourage boys to take home economics programs because they are not fully aware of the program's scope and activities. An afternoon "coffee" meeting could be used to explain the home economics program to members of the administration and the guidance department. Emphasis should be on what the program has to offer to boys and ways in which all personnel can aid program effectiveness.

Other teachers in the school should be informed of program goals. Home economics teachers might be able to use other teachers as resource persons or work in a team, all of which helps to get the message across. The teacher who is familiar with federal and state funding legislation can help a school secure funds for a variety of home economics programs. This would be a move to increase the visibility of the home economics department in a positive way. (It is wise to have the administration on your side when working toward change.)

Parents

In some communities, parental attitudes may be negative. Parents may express the feeling that they ". . .don't want their son to do that sissy stuff." Ideally, a home economics program which is coeducational from elementary school on should be able to counteract such negative feelings. However, in reality, it is often at the middle or junior high school level that most students have their first formal contact with home economics and where a stereotyped reaction to an integrated program is most likely to surface. Teachers must keep parents informed of the scope of the program to counteract the typical public image of home economics as "cooking and sewing."

An information program can take a variety of forms. The home economics teacher can write a short article for the local press or school newsletter. She/he can present the program goals at a parent-teacher meeting. Parents can be invited to class to serve as resource people not only to enrich the program, but to become more aware of what the program really is. Setting up an advisory committee of community representatives can provide help in the development of goals and objectives which meet community needs and provide a base of support for the more controversial program areas.

Students

All of the previous suggestions will not guarantee success if the students react negatively. However, many teachers have found that after initial exposure, boys become enthusiastic about home economics. When males discover an activity-oriented program with practical learning application, they find it a welcome change from their stereotyped misconceptions. One of the best selling points for any subject area is the student who tells other students, "Wow, that is a great course! You should take it." Because adolescence is a time when males are concerned about their masculine image, they may feel threatened by a home economics department which radiates feminism. It is up to the teacher to create an atmosphere in which all students will feel comfortable.

SUMMATION

Cultural and sex role changes, along with legal mandates, have paved the way for a careful re-evaluation of the home economics program offerings. The acceptance of males into a traditionally female program is a challenge, but it is also a step forward in meeting student needs and in creating a society where people will feel comfortable in a variety of roles. This is an excellent opportunity for home economists to survey every aspect of the program and to revitalize the program where it is lacking. Perhaps in so doing we will also be making a positive statement about the value of home economics and come closer to

stamping out the myth that it is "just cooking and sewing." If we encounter problems and overcome them, in a few years we will wonder what the fuss was all about. The American Home Economics Association statement of direction, "Home Economics—New Directions II" ends: "The home economist must be creative and innovative in accepting the challenges that new priorities require new structures, programs and responsibilities."[30] Let these words be our "call to arms."

NOTES

[1]American Home Economics Association, *Home Economics—New Directions, A Statement of Philosophy and Objectives* (Washington: AHEA, 1959), p. 4.

[2]"Gleanings from Our Past," *Journal of Home Economics* (September 1975), p. 55.

[3]"Title IX Education Amendments of 1972," *Federal Register*, June 4, 1975, 24128.

[4]New Jersey, Regulations N.J.S.A. 18A: 36-20 (May 1975).

[5]Women's Bureau, Employment Standards Administration, U.S. Department of Labor, "Women Workers Today" (Washington: U.S. Dept. of Labor, 1976), p. 3.

[6]Ronald E. Cromwell, "A Preliminary Position Statement on the American Family," *Illinois Teacher* (January-February 1976), p. 135.

[7]American Association of School Administrators, *Sex Equality in School* (Arlington, Va.: AASA, 1975), p. 12.

[8]Susan F. Weis, "Home Economics Education: Sexism in the Schools," *Illinois Teacher* (November-December 1974), pp. 85-88.

[9]Lynne B. Iglitzin, "A Child's Eye View of Sex Roles," *Today's Education*, LXI (December 1972), pp. 23-25.

[10]Eleanor E. Maccoby and Carol N. Jacklin, "What We Know and What We Don't Know about Sex Differences," *Psychology Today* (December 1974), p. 110.

[11]Betty Levy, "Do Teachers Sell Girls Short?" *Today's Education* (December 1972), p. 28.

[12]Bertha Ebersol, "Adding Taste and Smell to English and Social Studies," *Journal of Home Economics* (September 1974), pp. 34-37.

[13]Marsha Brown, *Stone Soup* (New York: Scribner's, 1974).

[14]Jane Lawson and Peter Finn, *Career Education Activities for Subject Area Teachers: Grade 1 through 6* (Cambridge, Mass.: Abt Publications, 1975), pp. 49-52.

[15]Suzanne Sickler, *Homemaking in the Elementary Schools—A Resource Guide for Classroom Teachers* (New Brunswick, N.J.: Vocational-Technical Curriculum Laboratory, 1964).

[16]Suzanne Sickler Ohl, "Home Economics in the Elementary Schools," *Illinois Teacher* (January-February 1975), p. 136.

[17]*Middle-School—Junior High Co-Educational Mini Units in Home Economics* (Minnesota: Minnesota Instructional Materials Center, 1975).

[18]*Exploring Home Economics Related Careers—Introduction to Vocations* (New Brunswick, N.J.: Vocational-Technical Curriculum Laboratory, 1976).

[19]See these descriptions of unified arts programs: Sharon Andrews and Donna Leamer, "Unified Arts at Huntingdon's Middle School," *Illinois Teacher* (November/December 1974), p. 77; and

Debbie Gentry, "Home Economics, Art, Industrial Arts—Team Teaching Approach," *Illinois Teacher* (September/October 1974), p. 19.

[20]Eleanor Kohlmann, "Helping Young Men Prepare for Changing Roles," *Illinois Teacher* (May/June 1975), p. 275.

[21]Gail Harrison, *et. al.*, "Trash Tells a Tale: School Studies of Food Waste as a Tool for Nutrition Education," *Illinois Teacher* (May/June 1976), p. 289.

[22]Ruth Martin Fisher, "Eggs Help Teach Responsibility," *Illinois Teacher* (January/February 1972), p. 139.

[23]Ruth Dieffenderfer, "Ecology in the Home," *Forecast for Home Economics* (September 1972), p. 114.

[24]Feminists Northwest, *Planning for Free Lives—Curriculum Materials for Combatting Sex Stereotyping in Home Economics, Family Living, and Career Awareness Courses* (Seattle, Wash.: Feminists Northwest, 1975), p. 6.

[25]American Home Economics Association, "New Directions II," *Journal of Home Economics* (May 1975), p. 26.

[26]Connie R. Sasse, "New Roles for People," *Tips and Topics* (February 1975), p. 5.

[27]"Resolutions Approved by Assembly of Delegates," *Journal of Home Economics* (September 1976), p. 37.

[28]Rose Somerville, *Introduction to Family Life and Sex Education* (Englewood Cliffs, N.J.: Prentice-Hall, 1972), p. 249.

[29]*Ibid.*, p. 272.

[30]American Home Economics Association, "New Directions II," p. 26.

APPENDIX

WHERE TO GET INFORMATION

Sources of information for use in planning coeducational home economics classes include the following materials.

Organizations

☐ The American Association of School Administrators, 1801 N. Moore Street, Arlington, Virginia 22209. Publications include: *Sex Equality in Educational Materials*, and *Sex Equality in School*.

☐ The American Home Economics Association, 2010 Massachusetts Avenue, N.W., Washington, D.C. 20036.

☐ National Organization for Women, 425 Thirteenth Street, N.W., Washington, D.C. 20004.

☐ New Jersey Center for Consumer Education Services, Plainfield Avenue, Edison, New Jersey, has films, games, books, audiovisual kits, teaching packets, magazines, bibliographies, and teacher references. Some films may be borrowed overnight for classroom use.

☐ New Jersey Occupational Resource Center, Plainfield Avenue, Edison, New Jersey (located in the same building as the Center for Consumer Education Services) is an excellent source of information on vocational units and programs. Films and games are available on a free loan basis for periods up to two weeks.

☐ New Jersey State Department of Education, Office of Equal Opportunity, 225 W. State Street, Trenton, New Jersey 08625.

☐ Vocational Education Curriculum Laboratory, Rutgers University, 4103 Kilmer Campus, New Brunswick, New Jersey 08903. This organization publishes a variety of materials for use in vocational subject areas. Some of the publications which may be of interest to home economics teacher are:

Career Awareness in the Primary Grades—An Integrated Approach
Exploring Home Economics Related Careers
Consumer Education Learning Packets for the Middle School
Home Economics—Cooperative Education Programs for Youth and Adults
Cooks—A Suggested Guide for a Training Course
Food Service
Hospitality—A Suggested Guide for a Training Program
Nutrition—Part 1 and Part 2
Guidelines for Home Economics Education in Secondary Schools
Homemaking Education—Resource Materials for the Play School
Understanding Yourself and Your Life

☐ The Training Institute for Sex Desegregation of the Public Schools, Federation Hall, Douglass College, New Brunswick, New

Jersey. Of special interest is a collection of projects related to the desegregation of the classroom produced by home economics and industrial arts teachers at a series of workshops.

☐ Women's Bureau, Employment Standards Administration, U.S. Department of Labor, Washington, D.C.

Periodicals

☐ *Forecast for Home Economics* (School Division, Scholastic Magazines Inc., 920 Sylvan Avenue, Englewood Cliffs, New Jersey 07632).

☐ *Journal of Home Economics* (American Home Economics Association, 2010 Massachusetts Avenue, N.W., Washington, D.C. 20036). Subscription rate—$13 a year.

☐ *Illinois Teacher of Home Economics* (University of Illinois, Champaign, Illinois 61801). Subscription rate—$7.50 a year, single copies, $1.75.

☐ *Tips and Topics* (College of Home Economics, P.O. Box 4170, Texas Tech. University, Lubbock, Texas 79409). Subscription rate—$3.00 a year, single issues, 3 for $1.00, $.75 each.

☐ *What's New in Home Economics* (North American Publishing Co., Philadelphia, Pennsylvania 19107). Subscription rate—$18.00 a year.

Special Articles and Issues on Coeducational Home Economics

☐ *Forecast for Home Economics:* "Boys in the Home Economics Classroom," November 1973 special issue.

☐ *Illinois Teacher:* "Home Economics in the Middle School," May/June 1972; "Changing Roles for Men and Women," May/June 1975.

☐ *Tips and Topics:* "New Roles," February 1975;

☐ Glenna Atwood, "Independent Living," *Illinois Teacher* (September/October 1975), p. 31.

☐ Luther Baker and Donald Longworth, "The Male Role in Home Economics," *Forecast for Home Economics* (October 1975), p. 47.

☐ Sally Derr, "Reflections on Co-ed Cooking," *What's New in Home Economics* (April 1973), p. 77.

☐ Mary Ellen Ellsworth and Dorothy Wiggans, "Home Economics is Child's Play," *What's New in Home Economics* (January 1972), p. 21.

☐ Henrietta Fleck, "Boys in Home Economics," *Forecast for Home Economics* (September 1972), p. 67.

☐ Norma Hammerberg, "Boys in Child Development," *Illinois Teacher* (September/October 1973), pp. 19-22.

☐ Sandra Hutton, "Sex-Role Illustrations in Junior High School Textbooks," *Journal of Home Economics* (March 1976), p. 27.

☐ Mary C. Ludden, "Elementary Home Economics and Children's Literature," *Journal of Home Economics* (March 1976), p. 21.

☐ Julia Piggin, "What Role Do You Play?" *Forecast for Home Economics* (November 1973), p. 32.

☐ Betty G. Quick, "Boys Unlimited: Are You Ready to Teach Boys?" *What's New in Home Economics* (February 1974), p. 39.

Books

☐ Marilyn C. Baker, *Exploring Occupations in Food Service and Home Economics* (New York: McGraw Hill, 1976): discusses the types of jobs available and includes exploration activities.

☐ Phyllis Click, *Administration of Schools for Young Children* (Albany, N.Y.: Delmar Publishers, 1975): a teachers' guide for the organization of preschool programs which includes administration responsibilities, program planning, working with parents, and legal responsibilities. Helpful for teachers who are setting up preschool laboratories.

☐ Judy H. Dowell and Bonnie Greenwood, *The Masculine Focus in Home Economics* (Washington, D.C.: Home Economics Education Association, 1975).

☐ M.D. Dunn and M.Y. Paler, *Living, Learning and Caring* (Lexington, Mass.: Ginn and Co., 1976): a junior high school textbook which includes sections on foods, clothing, human relationships, and citizenship.

☐ Feminists Northwest, *Planning for Free Lives—Curriculum Materials for Combatting Sex Stereotyping in Home Economics, Family Living, and Career Awareness Courses* (Seattle, Wash.: Feminists Northwest, 1975).

☐ Judy Lynn and Joan B. Strom, *Concepts in Clothing* (New York: McGraw Hill, 1976).

☐ Eleanor L. Kohlmann, *Home Economics for Young Men: A Teaching Guide* (Ames, Iowa: Iowa State University Press, 1975): a source of ideas and activities designed for male students in home economics classes.

☐ Margie B. Jennings, *Decisions in Living* (Lexington, Mass.: Ginn and Co., 1976).

☐ Judson Landis and Mary Landis, *Personal Adjustment, Marriage and Family Living* (Englewood Cliffs, N.J.: Prentice Hall, 1975).

☐ Jane Lawson and Peter Finn, *Career Education Activities for Subject Area Teachers: Grades 1 through 6* (Cambridge, Mass.: Abt Publications, 1975). Contains activities of interest to teachers working on career education.

☐ *Let's Get It Together* (Lexington, Mass.: Ginn and Co.) includes the following books: *Ready or Not*, a sex education book; *Everybody Gusses*, on clothing; *In and Around*, on housing; *57 Daisy Place*, on foods. These books, designed for use in urban schools, are written in case study style.

☐ Eleanor E. Maccoby and Carol N. Jacklin, *Psychology of Sex Differences* (Stanford, Calif.: Stanford University Press, 1974).

☐ Jeanne Machado, *Early Childhood Experiences in Language Arts* (Albany, N.Y.: Delmar Publishers, 1975) is a series in early childhood education. Some books in the series which can be used as resources by teachers are: Beatrice Martin, *Teaching Young Children*, and Mary Mayesky, et al., *Creative Activities for Young Children*.

☐ *Middle School-Junior High Co-Educational Mini Units in Home Economics* (Minnesota Instructional Materials Center, Minnesota State Department of Education, 3300 Century Avenue, N., White Bear Lake, Minnesota 55110). A comprehensive resource book for middle-school teachers.

☐ R. Morton, et al., *The Home, Its Furnishings and Equipment* (New York: McGraw Hill, 1970).

☐ Beatrice Paolucci, et al., *Personal Perspectives* (New York: McGraw Hill, 1972) A high school text for students who will shortly assume responsibility for managing their own lives. It includes sections on decision making, foods, clothing, housing, and family life.

☐ R.B. Leak, et al., *Focus on Food* (New York: McGraw Hill, 1974).

☐ Ruth Sherwood, *Homes Today and Tomorrow*, (Peoria, Ill.: Bennett, 1972).

☐ Sidney Simon, et al., *Values Clarification* (New York: Hart, 1972).A reference book on value clarification strategies adaptable to a wide variety of teaching situations.

Resource People

Listed below are the names and addresses of some people who have successfully worked with integrated programs in New Jersey. These people may be contacted about the programs they have been involved with.

MARY A. BALDWIN
Board of Education
33 Church Street
Paterson, New Jersey 07505

ELLEN T. DONAHAY
Supervisor of Home Economics
Public Schools of Edison Township
2825 Woodbridge Avenue
Edison, New Jersey 08817

BERTHA H. EBERSOL
684 W. Saddle River Road
Hohokus, New Jersey 07423

JUDITH L. FURTH
43 Georgetown Road
Bordentown, New Jersey 08505

JEAN D. GREGORY
Bridgewater Raritan High School East
P.O. Box 301
Martinsville, New Jersey 08836

SUZANNE SICKLER OHL
Board of Education
22 Municipal Plaza
West Orange, New Jersey 07052

About the Author

Doris Little Dopkin received a B.S. in Home Economics Education from Pennsylvania State University and an Ed.M. in Vocational-Technical Education from Rutgers University, where she is currently completing her Ed.D. Mrs. Dopkin has taught home economics to grades six through twelve, and holds a New Jersey Supervisor Certificate. She has taught adult evening classes in drapery making and interior design. Since 1974, she has taught varied courses—including home management, apparel construction, and introduction to home economics—at Rutgers University. She has written articles on foods and nutrition for *The Hopewell Valley News*. Doris Dopkin is the mother of three children.